

Year Two Writing, Grammar, Vocabulary and Spelling - end of year expectations

Phonic & Whole word spelling			
segment spoken words into phonemes and represent these by graphemes, spelling many correctly	learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones	learn to spell common exception words	distinguish between homophones and near-homophones
Other word building spelling			
learn the possessive apostrophe (singular)	learn to spell more words with contracted forms	add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly	apply spelling rules and guidelines from Appendix 1
Handwriting			
form lower-case letters of the correct size relative to one another	start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined	write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	use space between words that reflects the size of the letters
Contexts for Writing	Transcription	Vocabulary	Grammatical Terminology
use personal experiences and those of others (real and fictional), real events, and experience of poetry	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	expanded noun phrases to describe and specify	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma
writing for different purposes			
Planning Writing	Drafting Writing	Editing Writing	Performing Writing
plan or say out loud what they are going to write about	write narratives about personal experiences and those of others (real and fictional)	evaluate their writing with the teacher and other pupils	read aloud what they have written with appropriate intonation to make the meaning clear
plan by writing down ideas and/or key words, including new vocabulary	write about real events	reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Punctuation
	write poetry		use sentence demarcation – full stops, capital letters, exclamation marks, and question marks
	write for different purposes		
	develop positive attitudes towards writing		
plan by encapsulating what they want to say, sentence by sentence	develop stamina for writing	proofread to check for errors in spelling, grammar and punctuation learnt so far	use commas in lists
Grammar			
using sentences with the form statement, question, exclamation, or command and recognise how the grammatical patterns in a sentence indicates its function use the present and past tenses correctly and consistently		use some features of written Standard English	
		use the progressive form of verbs in past tense and present tense	
use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)		use suffixes to form nouns, adjectives, and adverbs (-ful, -er, -ness, etc.)	
		apostrophes for omission & singular possession	